CTE Perkins V Kick-Off

Let's Hit the Road!

Welcome!

- ✓ Your Guides
- ✓ Rules of the Road
- ✓ Car Talk
- ✓ Favorite Road Trip

We're Good at...

We're Good at Growing.

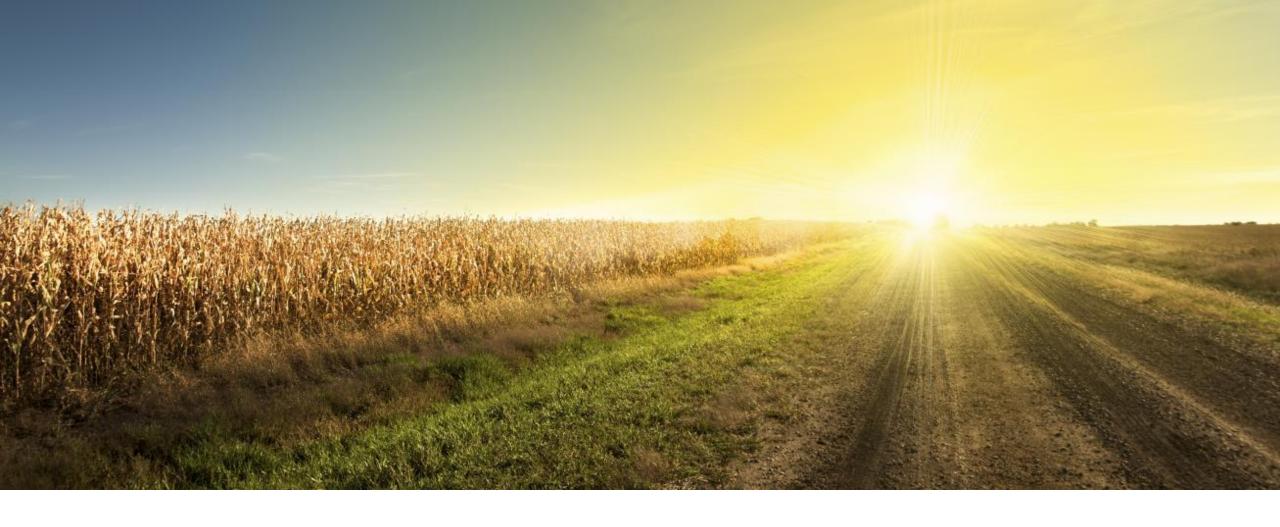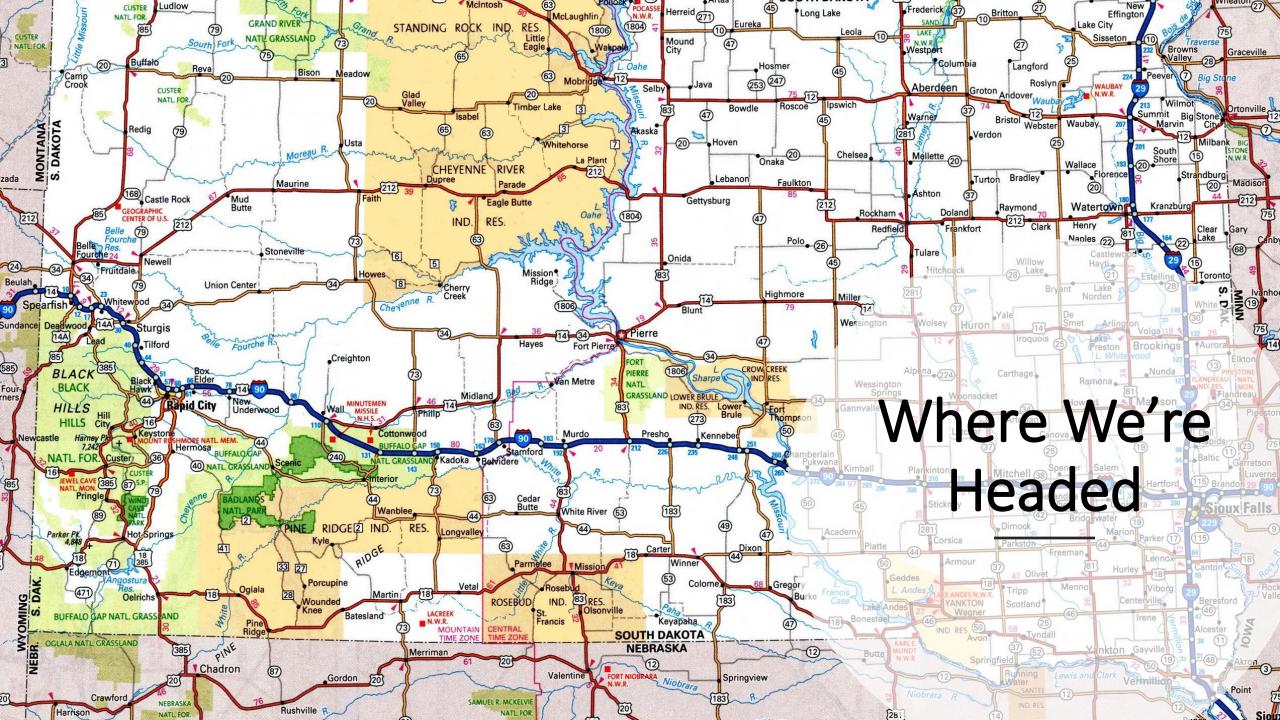Where We're Headed

South Dakota Career and Technical Education (CTE) Framework

Vision: To transform and expand CTE so that each learner – regardless of background, age or zip code – is prepared for career and college success.

Five tenets guide this vision:

Tenet I

As an integral part of a well-rounded education, CTE and career exploration are the norm and are student-centered.

Tenet II

Every school district offers CTE programs that are connected to business and industry, postsecondary pathways, real-world experiences, labor market needs, and academic content.

Tenet III

Equity, integration, and alignment are intentional and embedded.

Tenet IV

Students have access to high quality, diverse programs irrespective of geography.

Tenet V

The state will facilitate data, reporting, and application systems that support the above tenets.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

NC | NorthCentral
Comprehensive Center
MCREL

College was once seen as steak and CTE was once seen as a hamburger...
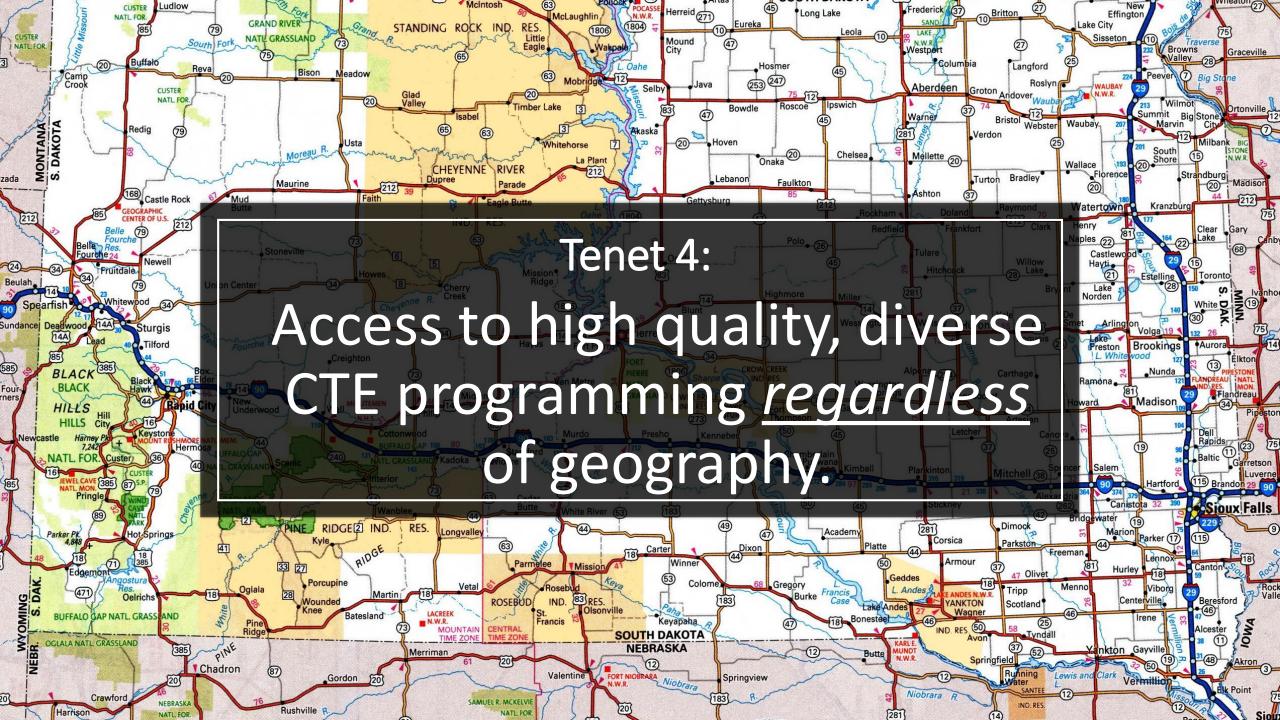
College is still steak.
But, CTE is now lobster.

In the ideal K-12 school setting, all students would be engaged in high quality *Surf N Turf!*

Tenet II: Connected and Aligned Programs

Business & Industry
Postsecondary Programs
Real World Experiences
Labor Market Data
Academic Content

Tenet 3:

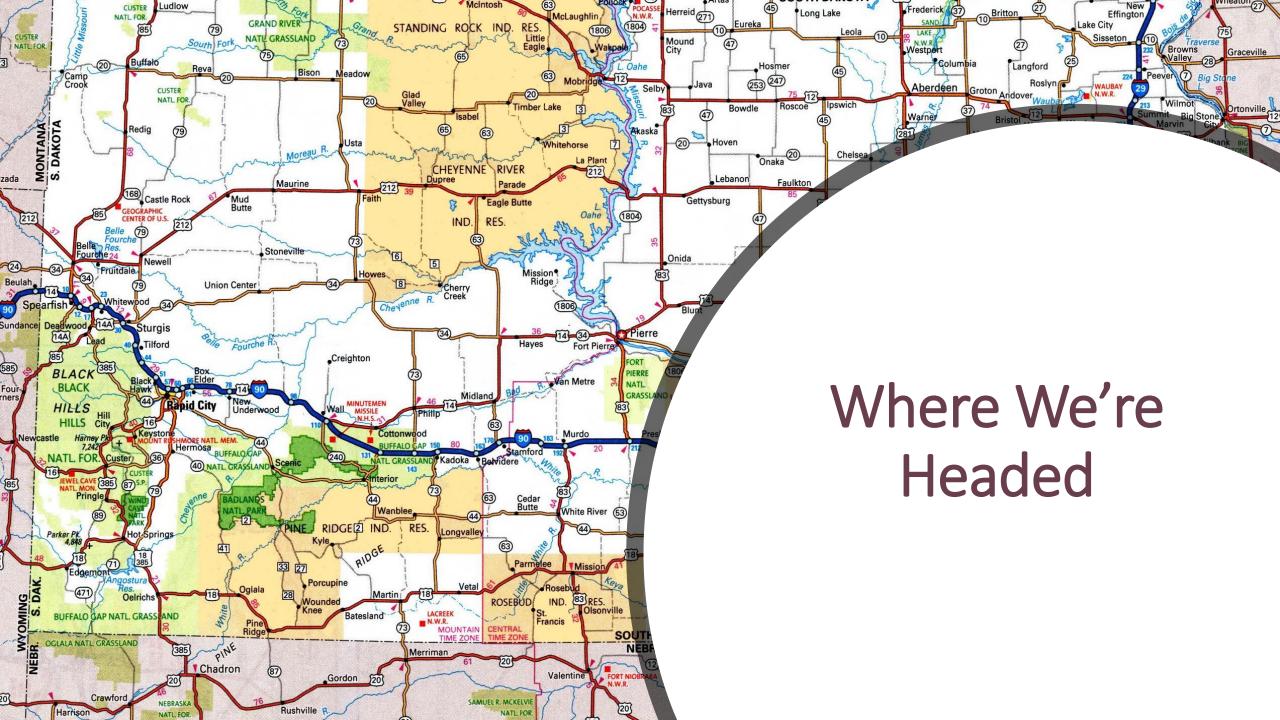# Equity. Integration. Alignment

Low Income Students

Students with Learning Disabilities

English Learners

Non Traditional CTE Participants

Migrant Students

Military Connected

Students in Foster Care

Homeless Students

Tenet 4:

Access to high quality, diverse CTE programming *regardless* of geography.

Tenet 5:

Supportive- data, reporting, applications systems.

sd my life

Perkins Web Portal

The Carl D. Perkins Act of 2006 requires states and their eligible local educa
to key areas of Perkins legislation. The Perkins Data Collection system allow:
tools not only allow the Department of Education to meet its federal reportin
and development, and to recognize and resolve performance gaps.

⇒ **LOG ON TO THE PERKINS DATA COLLECTION SYSTEM.**

Where We're Headed

SD CTE
Comprehensive
Local Needs
Assessment

General Timeline…

2019-2020 School Year
- 'CLNA Lite'
- Start the full CLNA Process

2020-2021 School Year
- Full CLNA is completed
- Action Plans are due to DCTE by March 15th

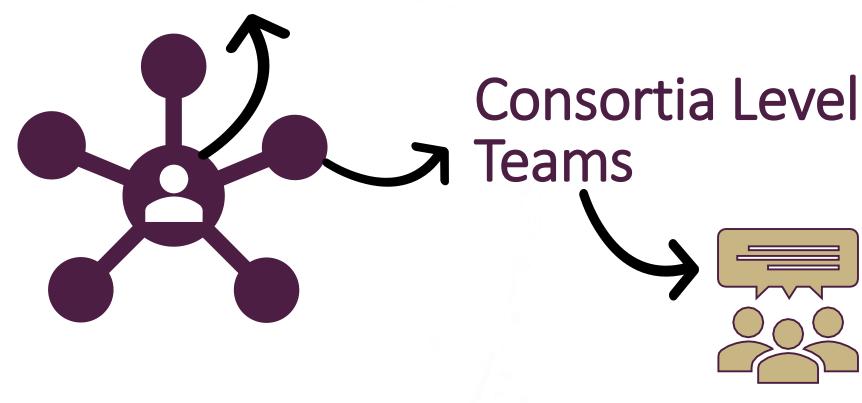| January 2020	Improve 2020: Day of Collaboration *Must attend to meet 'CLNA Lite' Requirements*
June 2020	Data Coding Training
Summer/Fall 2020	Root Cause Analysis Training
Fall 2020	Prioritize Needs Conduct Root Cause Analysis
Winter 2021	Complete Action Plan
March 15, 2021	Final Action Plan Due to DCTE

Key Steps

Plan ahead

	Collect & Organize Data
	Data Analysis
	Prioritize Needs
	Root Cause Analysis
	Connecting to Implementation
	Develop the Action Plan

GO

District/Consortia Connection

Collect & Organize Data	District	District
Data Analysis	District	District
Prioritize Needs	District	District
Root Cause Analysis	District	Consortia Effort
Connecting to Implementation	District	Consortia Effort
Develop the Action Plan	District	Consortia Effort
Coordination of the Comprehensive Local Needs Assessment (CLNA)	District	Consortia CTE Administrator

Consortia CTE Administrator

Consortia Level Teams

District Level Team

CLNA Life Cycle

School Year	CLNA Status
2019-2020	CLNA Lite/Begin Full CLNA
2020-2021	Full CLNA Completed
2021-2022	Implementation
2022-2023	Implementation

Stakeholder Engagement

Learners, Parents, Educators, Organizations & Agencies

CLNA Key Components

Student Performance

Equity & Access

Labor Market Alignment

Size, Scope & Quality

Recruit, Retain & Train Teachers

Resource Responsibility

Component 1: Student Performance

Perkins Indicators

- Graduation Rate
- Math
- ELA
- Science (when available)
- Postsecondary Placement
- Nontraditional Program Enrollment
- Program Quality Indicator-

Work Based Learning

Work Based Learning

If a student has taken any one of the following courses:

Entrepreneurship Experience (80026)

Senior Experience (80019)

Service Learning (22104)

Youth Internship (80018)

Youth Apprenticeship (80020)

✓ Must be for credit and on their transcript.
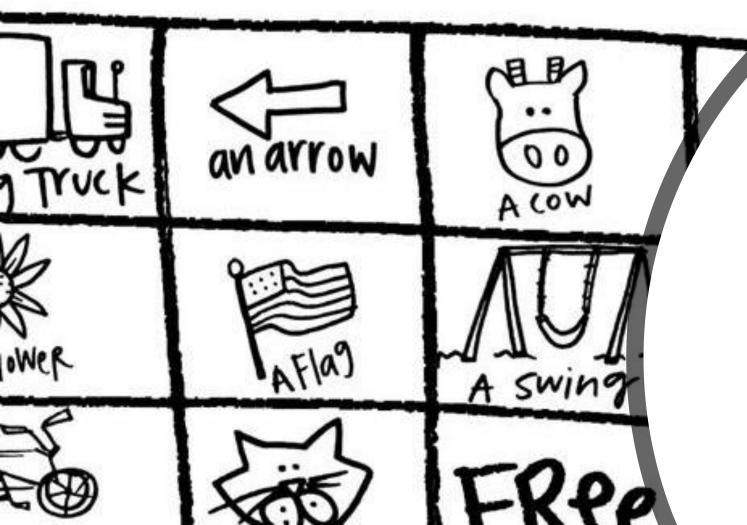
✓ Will then be pulled or uploaded during data collection.

Component 2:
Equity and Access

Equality   **Equity**   **Access**

CTE
Career Cluster
Bingo

Component 3: Labor Market Alignment

We are **workforce developers**.

Component 4: Size, Scope and Quality

Size

Programs of Study

Scope

Work Based Learning

Career Development

Business/Advisory Committee Connection

Postsecondary Connection

Industry Recognized Credentials

CTSOs

Quality

Aligned to CTE Content Standards

Teacher Certification

CTE 101

Component 5:

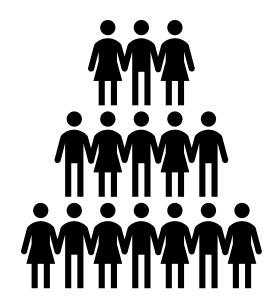## Recruitment, Retention and Training of Teachers

MENTORING

ENGAGE · ENCOURAGE · EMPOWER
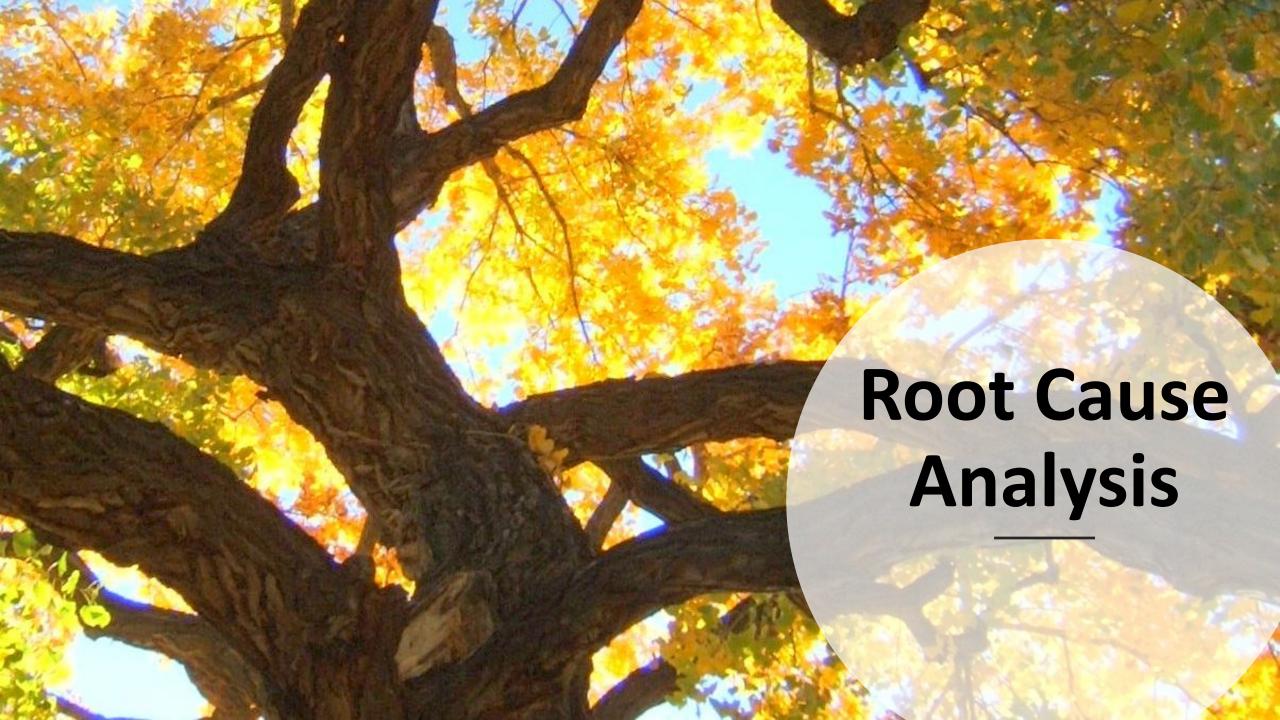
Component 6: Resource Responsibility

Analyze Data

Data Coding

Root Cause
Analysis

Action Planning

Stretch Break!

Consortia Conversation

Consortia 101

Districts with an allocation of $15,000 or greater <u>may directly access Perkins funding</u>.

Districts who are not eligible for an allocation of $15,000 are only eligible to <u>access Perkins funding by joining a consortium</u>.

<u>Districts choose </u>what consortia they are in.

This is the same as has been previously been happening.

Standalone Eligible Districts

- Aberdeen
- Andes Central
- Belle Fourche
- Bennett County
- Brandon Valley
- Brookings
- Chamberlain
- Cheyenne Eagle Butte
- Douglas
- Harrisburg
- Little Wound
- Madison
- McLaughlin
- Meade

- Mitchell
- Oglala Lakota County
- Pierre
- Rapid City
- Sioux Falls
- Sisseton
- Spearfish
- St. Francis
- Todd County
- Vermillion
- Wagner
- Watertown
- Yankton

Transformed Role:
Consortia CTE Administrator

Consortia CTE Administrator Responsibilities

Starting with the FY2021 Perkins Budget

- Completing CTE-CLNA
- Completing local application
- Coordinating budget requests

Collect & Organize Data	District	District
Data Analysis	District	District
Prioritize Needs	District	District
Root Cause Analysis	District	Consortia Effort
Connecting to Implementation	District	Consortia Effort
Develop the Action Plan	District	Consortia Effort
Coordination of the Comprehensive Local Needs Assessment (CLNA)	District	Consortia CTE Administrator

Sometimes you might need a little help...

Consortia Options
Responsibilities Comparison
Updated October 2019

RESPONSIBILITIES	CONSORTIA OPTIONS		
	Standalone District	**Local Consortium**	**Statewide Consortium**
Collect & Organize Data	District	District	District
Data Analysis	District	District	District
Prioritize Needs	District	District	District
Root Cause Analysis	District	Consortia CTE Administrator Led Supported by Local Districts	Statewide Consortia CTE Administrator Led
Connecting to Implementation	District	Consortia CTE Administrator Led Supported by Local Districts	Statewide Consortia CTE Administrator Led
Develop the Action Plan	District	Consortia CTE Administrator Led Supported by Local Districts	Statewide Consortia CTE Administrator Led
Coordination of the Comprehensive Local Needs Assessment (CLNA)	District	Local Consortia CTE Administrator	Statewide Consortia CTE Administrator
CLNA Team	Standalone Districts create their own CLNA team to complete the CLNA.	One person from each district will serve on the consortium CLNA team. Districts are responsible for supporting the consortia's CTE Administrator for the coordination of the CLNA.	One person from each district will then serve on the consortium CLNA team led by the Statewide CTE Administrator.
Workload Responsibilities Summary	Standalone Districts will be responsible for entire CLNA including coordination and completion.	Districts will be actively involved in the data collection and organization along with Data Analysis. Local Consortia will be responsible for the entire CLNA.	Districts will still be actively involved in the data collection and organization along with Data Analysis. DCTE will fund the role of the Statewide CTE Administrator for

	Standalone District	Local Consortium	Statewide Consortium
Membership	**Single district** with Perkins allocation of **$15,000** or higher	**Multiple school districts** whose combined Perkins allocations totals **$15,000 or higher.**	**Multiple school districts** whose combined Perkins allocations totals **$30,000 or higher**
Postsecondary Connection	Must include a <u>postsecondary partnership</u> to assist with program alignment and dual credit opportunities for students. *Note- funds will <u>not</u> be combined between the secondary and postsecondary partners.*	Must include a <u>postsecondary partnership</u> to assist with program alignment and dual credit opportunities for students. *Note- funds will <u>not</u> be combined between the secondary and postsecondary partners.*	Consortia administrator will be employed at a <u>postsecondary institute</u> enabling a collaborative approach. *Note- funds will <u>not</u> be combined between the secondary and postsecondary partners.*

	Standalone District	Local Consortium	Statewide Consortium
Shared Goals	NA	**Determined by members of local consortium, as a product of the CLNA** (e.g. shared coursework, career cluster collaboration, professional development)	**Determined by members of local consortium, as a product of the CLNA** (e.g. shared coursework, career cluster collaboration, professional development)
Funding Parameters	NA	**If equipment needs exceed 50% of the consortium's allocation, justification must be provided in writing to and approved by the DOE.**	**If equipment needs exceed 50% of the consortium's allocation, justification must be provided in writing to and approved by the DOE.**

	Standalone District	Local Consortium	Statewide Consortium
Operation Costs:	**Funded by district,** Operation costs may not exceed 5% of the Perkins allocation	Indirect costs may not exceed 5% of the Perkins Allocation **If there are additional costs of administration, these costs may be covered by member districts, business partners or community groups.**	Indirect costs may not exceed 5% of the Perkins allocation. **DCTE will fund a CTE Consortium Administrator to manage the administrative work of the consortium.**
CTE Administrator	**Local CTE Administrator**	**Consortium Identified CTE Administrator**	**Postsecondary-selected CTE Administrator; funded by DCTE**

	Standalone District	Local Consortium	Statewide Consortium
Responsible For	- Completing CTE-CLNA - Completing local application - Coordinating budget requests - Coordinating data entry - Developing internal controls to manage the Perkins grant (e.g. inventory policies, data collection procedures) - Budgeting and spending at least $15,000 of the district's Perkins allocation	**See Handout**	

	Standalone District	Local Consortium	Statewide Consortium
CLNA District Responsibility	The complete CLNA process.	CLNA is ultimately the responsibility of the CTE Administrator for the consortium with the direct participation and involvement of all member districts. Districts collect and organize district level data, identify their local emerging needs and provide feedback as needed. A representative from each district serves on the Consortium's CLNA Leadership Team.	CLNA work is coordinated by the state funded CTE Administrator(s) per Statewide Consortium. Districts collect and organize district level data, identify their local emerging needs and provide feedback as needed. A representative from each district serves on the Consortium's CLNA Leadership Team.

December 18th Pre-Notification

- Creating a new local consortium.
- Plan to leave your current consortium.
- Same consortia new CTE Administrator
- Plan to join the state consortium.
- Plan to stay where you are/as you are.

Let's Eat!!

Concentrator Definition

you spoke we listened

CONCENTRATOR STATUS COMPARISON

	(NEW) PERKINS V CONCENTRATOR	(OLD) PERKINS IV CONCENTRATOR
Definition	As part of an approved CTE program, a student is a concentrator if the student has earned credit in two cluster or pathway courses, including applicable dual credit, that is within the same career cluster and is taken for high school credit.	Students in grades 9-12 who have earned two credits in a single approved CTE program of study including: - Up to .5 foundational and academic credit - A minimum of 1 credit from cluster and/or pathway credit - Up to 1 credit of capstone coursework.

	Accounting Pathway	Banking Services Pathway	Business Finance Pathway	Insurance Pathway	Securities & Investments Pathway
Foundational CTE Courses	Career Exploration (22151) Foundations of Technology (10004^) Employability (22152^) Entrepreneurship (12053^) Leadership and Service (22101^)				
Cluster Courses	Introduction to Business (12051^) Entrepreneurial Skills (12061^) Personal Finance (19262^) Business Law (12054^) Business Economics (12105) Introduction to Financial Services (12101)				
Pathway Courses	Accounting I (12104) Advanced Accounting (12108^) Specialized Accounting (12109)	Banking Services (12102) Accounting I (12104) International Business & Marketing (12056) Principles of Selling (12202) Investment Planning (12107) Risk Management & Insurance (12106)	Accounting I (12104) Investment Planning (12107) Risk Management & Insurance (12106) International Business & Marketing (12056)	Risk Management & Insurance (12106) Principles of Selling (12202)	Banking Services (12102) Accounting I (12104) International Business & Marketing (12056) Principles of Selling (12202) Risk Management & Insurance (12106) Investment Planning (12107)
Dual Credit Courses	Visit www.sdmylife.com for a full list of dual credit courses in the Finance Career Cluster.				
Academic Courses	Algebra I (02052^) Psychology (04254^) Sociology (04258^) Economics (04201^) US Government (04151^) Probability & Statistics (02201)				
Capstone Courses	Entrepreneurship Experience (80026) Senior Experience (80019^) Service Learning (22104) Youth Internships (80018^) Youth Apprenticeship (80020)				

Program Approval

South Dakota
Great Faces. Great Places.

The License Plate Game!

Have you been to all of them yet? Or quite yet?

Program Approval/Consultation

- **Work Based Learning**
- **Career Development**
- **Program of Study**
- **Aligned to CTE Content Standards**
- **Business/Advisory Committee Connection**
- **Postsecondary Connection**
- **Teacher Certification**
- **CTE 101**
- **Industry Recognized Credentials**
- **CTSOs**

Putting it all together!

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CTE-CLNA):
Needs assessment done at the local and consortia level every 4 years to view needs and create data-driven priorities.

LITE CLNA:
A brief version of the CTE-CLNA

SHARED GOALS:
Based on priorities in the CTE-CLNA, consortia members created shared goals for their approved CTE programs.

PERKINS BUDGET APPROVAL:
Budget requests tie back to the needs and shared goals

DATA REVIEW:
Review of program successes, challenges and data.

PROGRAM APPROVAL:
When identified as a need, a new CTE Program may become an approved CTE Program if it meets size, scope and quality criteria.

PROGRAM CONSULTATION:
Work with CTE Regional Specialist to confirm that the CTE program meets size, scope and quality to be an approved program.

South Dakota Career & Technical Education
Perkins V: Putting Together the Pieces

COMPONENTS					
CTE Comprehensive Local Needs Assessment (CTE-CLNA)	**Shared Goals**	**Perkins Budget Approval**	**Data Review**	**Program Approval & Consultation**	**Adding a New Program**
Needs assessment done at the local and consortia level every four years to view needs and create data-driven priorities.	*Based on priorities in the CTE-CLNA, consortia members create shared goals for their approved CTE programs.*	*Budget requests tie back to the needs and shared goals.*	*Review of program successes, challenges and progress towards meeting goals.*	*Confirmation that the CTE program meets the size, scope and quality to be an approved program.*	*Schools with existing approved CTE programs may see a need to add additional programs.*

School Year						
2019-2020	LITE		Completed annually	Completed annually	Program Approval	
2020-2021	Full	**Implementation**	Completed annually	Completed annually	Program Consultation	**May be added annually based on CTE-CLNA identified needs**
2021-2022	**Implementation**		Completed annually	Completed annually	Program Consultation	
2022-2023			Completed annually	Completed annually	Program Consultation	

Questions?

On the road again, goin' places that I've never been. Seein' things that I may never see again, and I can't wait to get on the road again.

— Willie Nelson —

Consortia Q&A Office Hours- Nov. 20th 11:30am-1pm Central Time

Consortia Q&A Office Hours- Dec. 11th 11:30am-1pm Central Time

Consortia Decision Pre-Notification- December 18th

Formal Consortia Agreements Due- January 15th

Full CLNA Completed- March 2021

https://www.surveymonkey.com/r/PSFDQSQ